



Federal and State Accountability

The No Child Left Behind Act of 2001,
P.L.221-1999,
and
Other Statutes

September 14, 2006

Federal and State Models Are Different

Indiana	NCLB
Performance of all students and improvement of cohort group of students over time	Performance of students in school from year to year compared to goal
Continuous improvement for all schools	Required increases for schools below state target
Comparison of schools to themselves	Comparison of schools to other schools
Degrees of improvement	Yes or No

NCLB – Every Cell At or Above Goal to Make AYP

	Eng/LA	Math	Other Indicator	95% Test in E/LA	95% Test in Math
Overall					
IEP					
LEP					
Econ Dis					
A. Indian					
Black					
Asian					
Hispanic					
White					

Public Law 221 Accountability

- School improvement and performance categories are based on:
 - ◆ Percentage of all students who pass English and math tests (averaged across subjects and grade levels).
 - ◆ Improvement in passing percentage of nonmobile cohort group of students (enrolled for 70% of school year, or 126 days).

P.L.221 Accountability

- Improvement ultimately is based on three-year rolling average.

Indiana School Improvement and Performance Categories

<u>Performance</u>	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch (Priority)	Academic Probation (High Priority)
$\geq 90\%$	Exemplary School				
$\geq 80\%$	$\geq 1\%$	Commendable School			
$\geq 70\%$	$\geq 3\%$	$\geq 2\%$	$\geq 1\%$	$< 1\%$	
$\geq 60\%$	$\geq 4\%$	$\geq 3\%$	$\geq 2\%$	$< 2\%$	
$\geq 50\%$	$\geq 5\%$	$\geq 4\%$	$\geq 3\%$	$\geq 0\%$	$< 0\%$
$\geq 40\%$	$\geq 6\%$	$\geq 5\%$	$\geq 4\%$	$\geq 1\%$	$< 1\%$
$< 40\%$		$\geq 6\%$	$\geq 5\%$	$\geq 3\%$	$< 3\%$
	<u>Improvement from Fall to Fall</u>				

Key Principle

- School with lower performance but strong improvement is placed in same category as school with higher performance and lower improvement.

Indiana School Improvement and Performance Categories

<u>Performance</u>	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch (Priority)	Academic Probation (High Priority)
$\geq 90\%$	Exemplary School				
$\geq 80\%$	$\geq 1\%$	Commendable School			
$\geq 70\%$	$\geq 3\%$	$\geq 2\%$	$\geq 1\%$	$< 1\%$	
$\geq 60\%$	$\geq 4\%$	$\geq 3\%$	$\geq 2\%$	$< 2\%$	
$\geq 50\%$	$\geq 5\%$	$\geq 4\%$	$\geq 3\%$	$\geq 0\%$	$< 0\%$
$\geq 40\%$	$\geq 6\%$	$\geq 5\%$	$\geq 4\%$	$\geq 1\%$	$< 1\%$
$< 40\%$		$\geq 6\%$	$\geq 5\%$	$\geq 3\%$	$< 3\%$
	<u>Improvement from Fall to Fall</u>				

Indiana School Improvement and Performance Categories

<u>Performance</u>	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch (Priority)	Academic Probation (High Priority)
$\geq 90\%$	Exemplary School				
$\geq 80\%$	$\geq 1\%$	Commendable School			
$\geq 70\%$	$\geq 3\%$	$\geq 2\%$	$\geq 1\%$	$< 1\%$	
$\geq 60\%$	$\geq 4\%$	$\geq 3\%$	$\geq 2\%$	$< 2\%$	
$\geq 50\%$	$\geq 5\%$	$\geq 4\%$	$\geq 3\%$	$\geq 0\%$	$< 0\%$
$\geq 40\%$	$\geq 6\%$	$\geq 5\%$	$\geq 4\%$	$\geq 1\%$	$< 1\%$
$< 40\%$		$\geq 6\%$	$\geq 5\%$	$\geq 3\%$	$< 3\%$
	<u>Improvement from Fall to Fall</u>				

Key Terms

- “All Students” (used for performance measure) includes:
 - ◆ Students who finished the school year in the school (last school attended); and
 - ◆ Who have ISTEP results for the fall test that follows.

Key Terms

- Improvement in passing percentage of “nonmobile cohort group of students” (used for improvement measure) includes:
 - ◆ Students enrolled for 126 days.
 - ◆ Who have ISTEP results for test at the beginning of the school year; and
 - ◆ Who have ISTEP results for next test.

Key Terms

- “Pass English and Math Tests (averaged across subjects and grade levels)” means:

- ◆ English tests passed plus math tests passed;

DIVIDED BY

- ◆ English tests taken plus math tests taken.

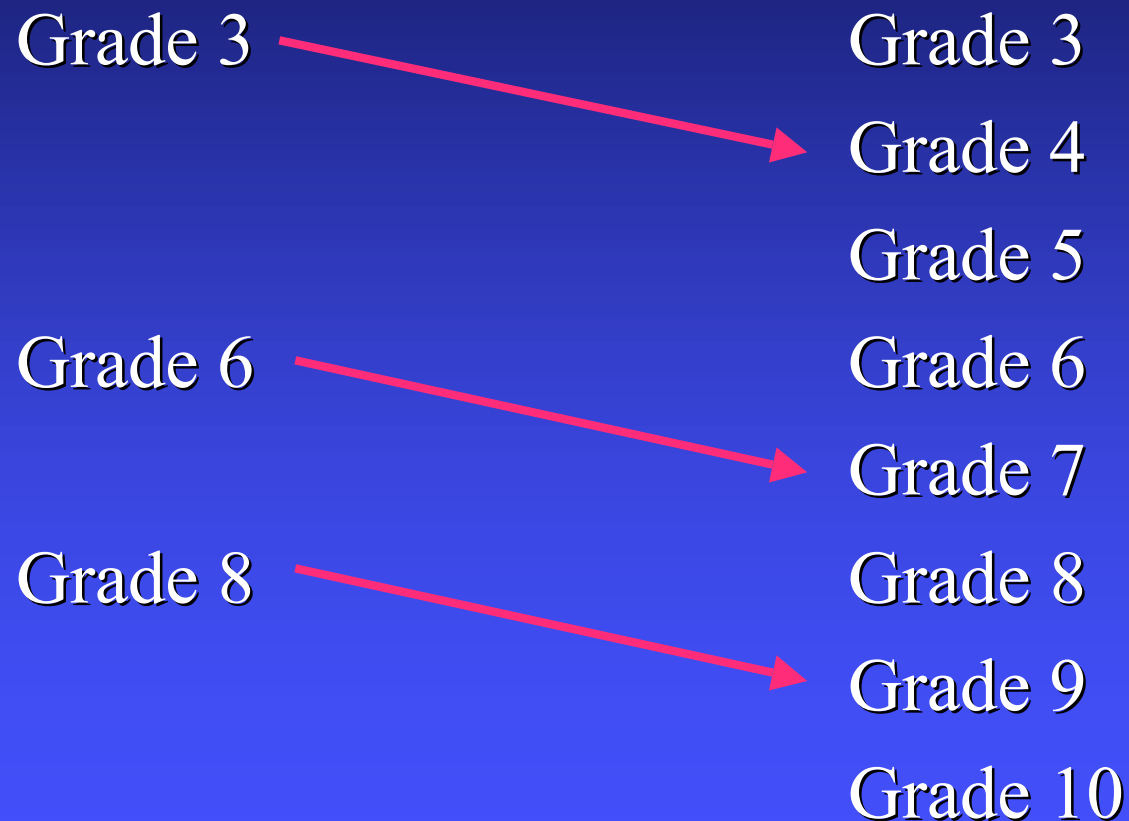
Improvement Calculation

- Improvement in passing percentage of nonmobile cohort group of students is calculated as follows:
 - ◆ Compute passing percentage for each year (averaged across subject and grade level).
 - ◆ Determine improvement from one year to next.

Improvement Calculation

- ◆ Determine average improvement for the period (initially two years for elementary and middle schools and one year for high schools; ultimately three years for all schools).
- ◆ Determine higher of average improvement for period or latest year-to-year improvement.

Improvement – Fall 2003 to Fall 2004



Improvement – Fall 2003 to Fall 2004

Grade 3



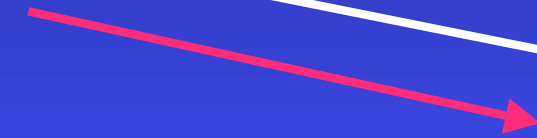
Grade 3

Grade 4

Grade 5

K-5
Elementary

Grade 6



Grade 6

Grade 7

Grade 8



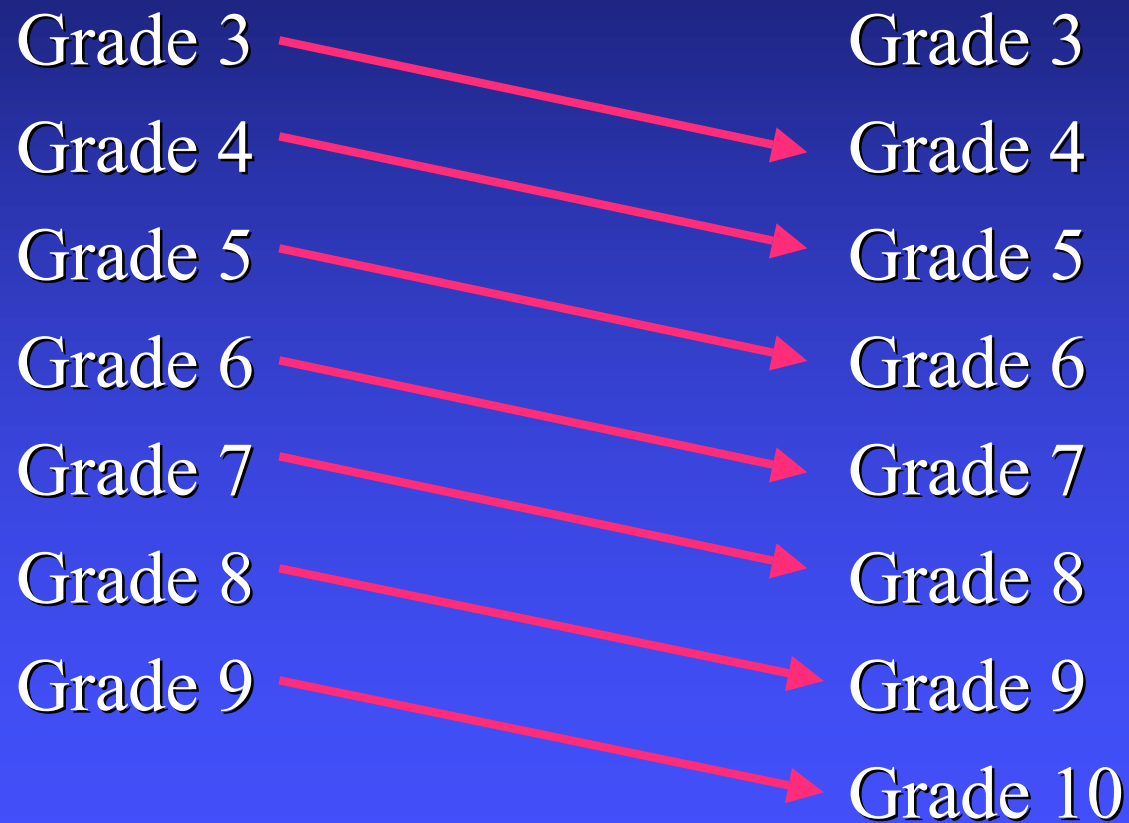
Grade 8

Grade 9

Grade 10

6-8 Middle
School

Improvement – Fall 2004 to Fall 2005



Improvement – Fall 2004 to Fall 2005



Category Placement Illustration

- Students in XYZ School have a 62% passing percentage on 2005 ISTEP.
- Nonmobile students' passing percentage increased by 2% from 2003 to 2004.
- Nonmobile students' passing percentage increased by 3% from 2004-2005.
- Average improvement for two-year period is 2.5% $[(3\% + 2\%)/2]$.

Category Placement Illustration

- Latest year-to-year improvement of 3% is higher than two-year average of 2.5%.

Indiana School Improvement and Performance Categories

<u>Performance</u>	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch (Priority)	Academic Probation (High Priority)
≥90%	Exemplary School				
≥80%	≥1%	Commendable School			
≥70%	≥3%	≥2%	≥1%	<1%	
≥60%	≥4%	≥3%	≥2%	<2%	
≥50%	≥5%	≥4%	≥3%	≥0%	<0%
≥40%	≥6%	≥5%	≥4%	≥1%	<1%
<40%		≥6%	≥5%	≥3%	<3%
	<u>Improvement from Fall to Fall</u>				

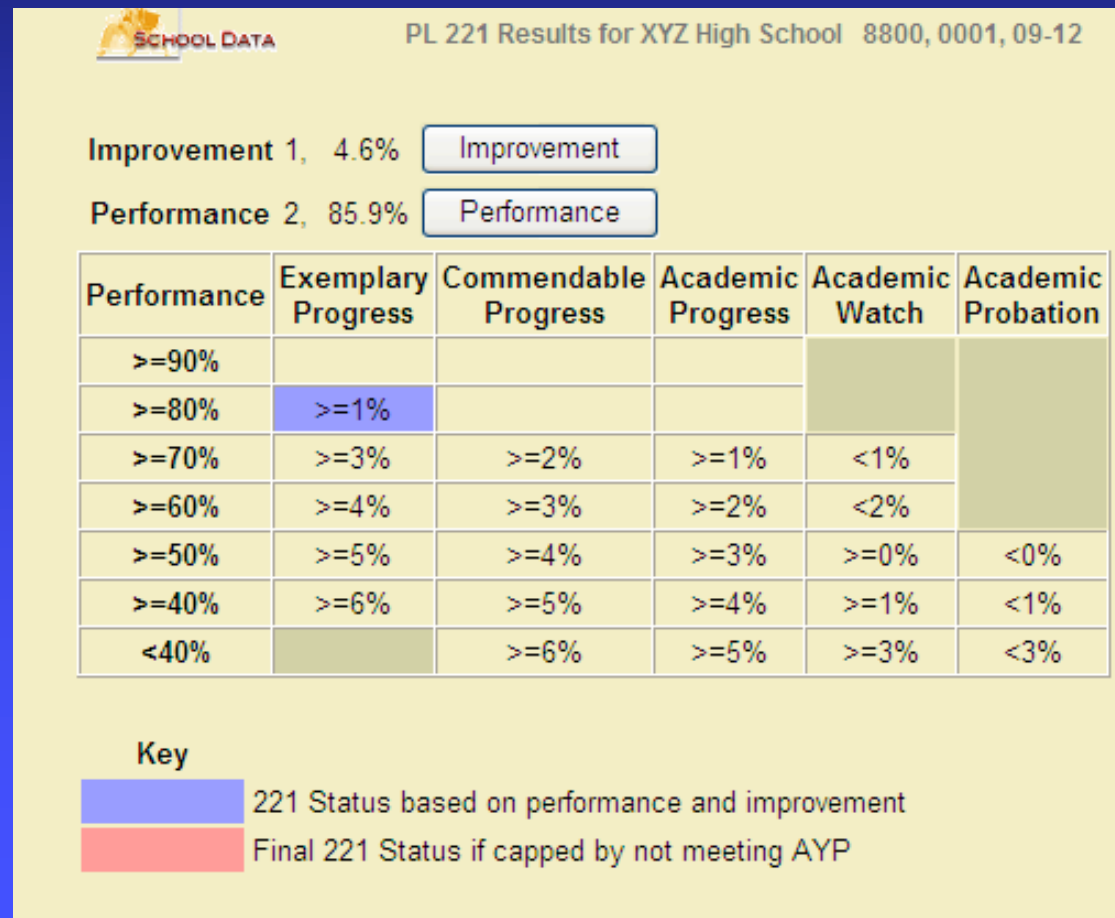
Indiana's Accountability System Must Incorporate AYP

State Board of Education rules provide that a school that does not make AYP for two consecutive years will be placed in a category no higher than “Academic Progress.” This incorporates AYP and disaggregated data into our state system.

Indiana School Improvement and Performance Categories for Schools Not Meeting AYP Goals

<u>Performance</u>	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch (Priority)	Academic Probation (High Priority)
≥90%	Exemplary School				
≥80%	≥1%	Commendable School			
≥70%	≥3%	≥2%	≥1%	<1%	
≥60%	≥4%	≥3%	≥2%	<2%	
≥50%	≥5%	≥4%	≥3%	≥0%	<0%
≥40%	≥6%	≥5%	≥4%	≥1%	<1%
<40%		≥6%	≥5%	≥3%	<3%
	<u>Improvement from Fall to Fall</u>				

School Made AYP - No Change to P.L. 221 Status



School Did Not Make AYP - No Change to P.L. 221 Status

SCHOOL DATA **PL 221 Results for XYZ Middle School 8800, 0002, PW-12**

Improvement 4, 1.9% **Improvement**

Performance 4, 69.1% **Performance**

AYP No

Performance	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch	Academic Probation
>=90%					
>=80%	>=1%				
>=70%	>=3%	>=2%	>=1%	<1%	
>=60%	>=4%	>=3%	>=2%	<2%	
>=50%	>=5%	>=4%	>=3%	>=0%	<0%
>=40%	>=6%	>=5%	>=4%	>=1%	<1%
<40%		>=6%	>=5%	>=3%	<3%

Key

221 Status based on performance and improvement

Final 221 Status if capped by not meeting AYP

School Did Not Make AYP - Change to P.L. 221 Status

SCHOOL DATA PL 221 Results for XYZ Elementary School 8800, 0003, PK-PK

Improvement 1, 5.4% **Improvement**

Performance 5, 55.1% **Performance**

AYP No

Performance	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch	Academic Probation
>=90%					
>=80%	>=1%				
>=70%	>=3%	>=2%	>=1%	<1%	
>=60%	>=4%	>=3%	>=2%	<2%	
>=50%	>=5%	>=4%	>=3%	>=0%	<0%
>=40%	>=6%	>=5%	>=4%	>=1%	<1%
<40%		>=6%	>=5%	>=3%	<3%

Key

221 Status based on performance and improvement

Final 221 Status if capped by not meeting AYP

NCLB Accountability

- States, school districts, and schools must demonstrate adequate yearly progress (AYP).
- All students are expected to be at the state-defined “proficient” level by 2013-2014 (Fall 2014 ISTEP).
- States calculated starting point based on 2001-2002 test data (Fall 2002 ISTEP).

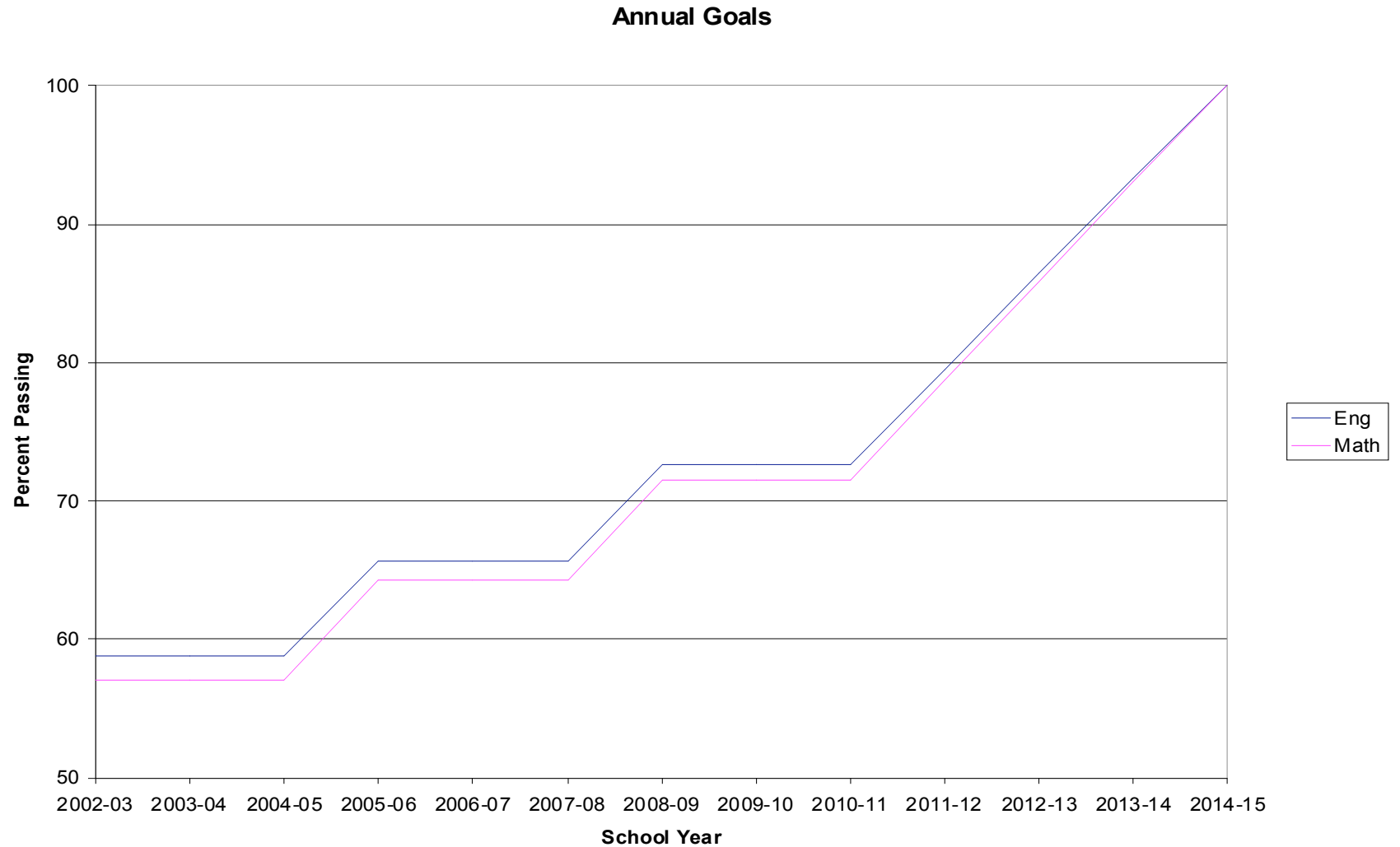
NCLB Accountability

- Indiana's starting points were:
 - ◆ 58.8% passing in English.
 - ◆ 57.1% passing in mathematics.
- Intermediate goals were established as increases, from the starting point, in equal increments.
- Goals must be increased no less frequently than every three years.

NCLB Accountability

- AYP targets for 2005 test increased to:
 - ◆ English – 65.7%.
 - ◆ Math – 64.3%.

Increasing Goals Under NCLB



Determining AYP

- All students and student groups (duplicated count) must meet annual AYP goal in English and math (calculated separately), including the following groups:
 - ◆ Customary racial/ethnic subgroups (White, Black not of Hispanic Origin, Hispanic, Asian, American Indian)
 - ◆ Students with disabilities
 - ◆ Limited English proficient students
 - ◆ Economically disadvantaged students

Determining AYP

- Additional indicator is graduation rate for high schools and attendance rate for other schools, with initial goal of 95%. Any improvement is sufficient.
- Must test 95% of all students and each group.

Every Cell At or Above State Goal to Make AYP

	Eng/LA	Math	Other Indicator	95% Test in E/LA	95% Test in Math
Overall					
IEP					
LEP					
Econ Dis					
A. Indian					
Black					
Asian					
Hispanic					
White					

Determining AYP - Reliability

- Minimum “Ns” are used:
 - ◆ 10 for reporting
 - ◆ 30 for accountability
 - ◆ 40 for 95% participation requirement
- AYP determinations will be based on the higher of the most current performance or a three-year average.
- Only students enrolled for 162 days, Indiana’s definition of “full academic year,” are included in AYP determinations.

Determining AYP - Reliability

- If a student group does not meet the goal but the percentage of “non-proficient” students is reduced by 10% from the previous year and the group meets the goal on the other indicator, the group has made AYP. This is known as “safe harbor.”
- A test of statistical significance is applied to AYP decisions. A school is considered as not making AYP only if there is 99% confidence (75% for safe harbor) that the school did not meet AYP requirements.

Determining AYP - Reliability

- Students with severe cognitive disabilities, up to 1% of all students tested, may be counted as proficient based on alternate standards.
- For 2005, if a school or school corporation failed to demonstrate AYP solely based on the students with disabilities group, the passing percentage of students with disabilities was adjusted upward by 14 percent. This was a temporary proxy based on the percentage of students who receive special education services.

Determining AYP - Reliability

- For accountability purposes, a limited English proficient student remains a member of the LEP student group until the student achieves a proficient score on the English proficiency test for two consecutive years.
- In their first year of enrollment in the U.S., Limited English Proficient (LEP) students must be tested on the ISTEP math test but may be assessed on the LAS-Links English language proficiency test in lieu of the ISTEP English test.

Determining AYP - Reliability

- LEP students may receive accommodations on ISTEP, including:
 - ◆ Using an approved bilingual word-to-word dictionary (if documented in the student's Individual learning Plan).
 - ◆ Reading all test questions (except those that measure reading comprehension).
 - ◆ Reading math and science test items and answer options verbatim (in English).

Determining AYP - Reliability

- Indiana DOE wants to test LEP students using alternate form of assessment during their first three years in the U.S.
 - ◆ ISTAR Rubric aligned with standards.
 - ◆ Results linked to state assessment score.
- U.S. DOE has not approved such an alternate assessment.

Determining AYP - Reliability

- Title I school corporation identified for improvement only if does not make AYP for two consecutive years:
 - ◆ in the same subject; and
 - ◆ across all three grade spans – elementary, middle, and high school.
- Participation calculations may exclude students with chronic illness and use averages.
- Appeal process is included.

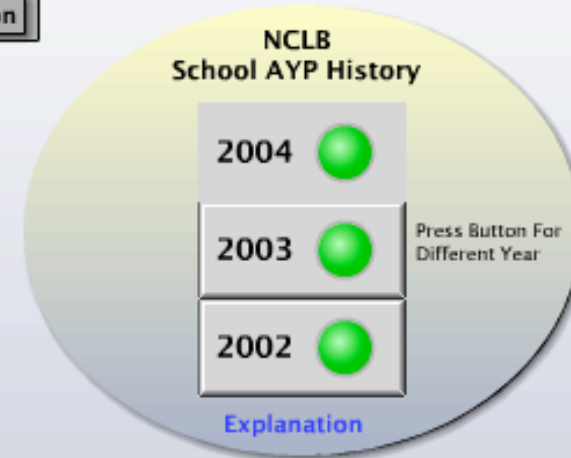
AYP Concerns




- P.L.221 system is superior.
- AYP status is the same regardless of the number of student groups do not meet the goal and the amount by which they miss the goal. New reports designed to give accurate picture.

AYP Summary Report 2004

XYZ School, 0001

Student Group	Pupils	English	Math	Participation
Overall	362			
American Native	<30			
Asian	<30			
Black	<30			
Hispanic	<30			
White	354			
Free/Reduced Lunch	100			
Limited English Proficient	<30			
Special Education	53			
Other Indicator				
Attendance				



-  Made AYP (Adequate Yearly Progress)
-  Did Not Make AYP
-  Number of Students Less Than Required "N"

[View Detailed Report](#)

AYP Summary Report 2004

XYZ School Corporation, 8800

Student Group	Pupils	English	Math	Partic.	Attend
Overall, Elementary	259				
Overall, Middle School	261				
Overall, High School	189				
White, Elementary	256				
White, Middle School	256				
White, High School	184				
Free Lunch, Middle School	30				

NCLB Corporation AYP History

2004

2003

2002

Press Button For Different Year

[Explanation](#)

- Made AYP (Adequate Yearly Progress)
- Did Not Make AYP
- Number of Students Less Than Required "N"

Title One Corporation



[Explanation](#)

[View Detailed Report](#)

AYP Concerns

- Student groups started at different points but have same trajectory.
- Differences within special education group are as distinct as differences among student groups.
- Calculations are based on percent passing. Scale score increases are irrelevant.

AYP – New Ideas

- Look at scale score gains – all students who improve contribute.
 - ◆ Secretary of Education announced pilot program for 10 states to use “growth” models.
- Count students in:
 - ◆ all student group; and
 - ◆ appropriate racial/ethnic group; but
 - ◆ only one status group.

Every Cell At or Above State Goal to Make AYP

	Eng/LA	Math	Other Indicator	95% Test in E/LA	95% Test in Math
Overall					
IEP					
LEP					
Econ Dis					
A. Indian					
Black					
Asian					
Hispanic					
White					

Determining AYP, New for 2006-2007?

- Students with persistent academic disabilities, up to 2% of all students tested, may be counted as proficient based on alternate standards, based on as yet unannounced criteria that could include:
 - ◆ ISTAR?
 - ◆ Off-grade level ISTEP test?

NCLB Compliance – Highly Qualified

- Deadline for highly qualified paraprofessionals extended to end of 2005-2006 school year.
- Teachers must be highly qualified by end of 2006-2007 school year.

New Graduation Rate Calculation, Class of 2006

- Grade 9 Enrollment in 2002-2003 (beginning cohort)

PLUS (students added to cohort)

- Transfers in who expect to graduate in 2005-2006
- Retained students who expected to graduate earlier but now expect to graduate in 2005-2006
- Students who expected to graduate later but graduate in 2005-2006

New Graduation Rate Calculation, Class of 2006

MINUS (students removed from cohort)

- Transfers to virtual school, public school, or nonpublic school, including home school
- Students who die or withdraw because of long term medical condition
- Detention or placement by criminal justice system or state agency
- Students who expected to graduate in 2005-2006 but who graduated earlier

New Graduation Rate Calculation, Class of 2006

MINUS (students removed from cohort)

- Students who cannot be located and who attended school in Indiana less than one year
- Students who cannot be located and who have been reported to the missing children clearinghouse
- High ability students who withdraw and who are full time college students in spring 2006

New Graduation Rate Calculation, Class of 2006

- 2005-2006 Graduates

DIVIDED BY

- 2005-2006 Cohort

New Graduation Rate

Calculation, Class of 2006

- School must have written proof students left school for one of the reasons that justifies removal from cohort (or proof of trying to locate missing students).
- Department of Education must compute estimated graduation rate (number of 2005-2006 graduates divided by number of students in Grade 9 in 2002-2003). If actual rate varies from estimated rate by more than five percent, Department must review data that are the basis for removing students from cohort.

New Graduation Rate Calculation, Class of 2006

- If school cannot provide written proof that justifies removal from cohort, removed students shall be added back to cohort, the graduation rate shall be recalculated, the recalculated graduation rate shall be published in the next annual performance report.

Student Expectations, New for 2005-2006

- Students may graduate without meeting GQE standard if they complete:
 - ◆ course and credit requirements for general diploma, including career academic sequence;
 - ◆ a workforce readiness assessment; and
 - ◆ at least one (1) career exploration internship, cooperative education, or workforce credential recommended by the student's school.

Student Expectations, New for 2006-2007

- New general graduation requirements apply to students who first enter high school:
 - ◆ Biology I required.
 - ◆ Career-academic sequence (6 credits) required.
 - ◆ Five “flex credits” required:
 - ◆ Extend career-academic sequence.
 - ◆ Workplace learning.
 - ◆ Advanced career-technical education.
 - ◆ Additional “academic” courses.

Student Expectations, New for 2006-2007

- Academic Honors Diploma renamed Core 40 with Academic Honors, with new requirement to complete one of following:
 - ◆ Two AP courses and corresponding exams.
 - ◆ Dual high school and college credit courses resulting in six transferable college credits.
 - ◆ One AP course and corresponding exam and dual high school and college credit courses resulting in three transferable college credits.
 - ◆ SAT, with a composite score of 1200 or higher.
 - ◆ ACT, with a composite score of 26 or higher.
 - ◆ International Baccalaureate diploma.

Student Expectations, New for 2006-2007

- Core 40 with Technical Honors is created.
Students must:
 - ◆ Complete Core 40
 - ◆ Earn grade point average required for Academic Honors.
 - ◆ Complete career-technical program of 8-10 credits.
 - ◆ Earn certification or certificate of technical achievement in the career-technical area.

Student Expectations, New for 2007-2008

- Core 40 established as default high school curriculum for students who first enter high school, with informed consent opt-out possible.